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and will prepare the fruit, measuring and proportioning the amount of sugar needed, and the teachers will take the mothers' part in cooking and straining.

Boxes will be provided in which to store nuts, apples, oranges, and popcorn. Fruit will be prepared, corn popped, and tables set by the children for their Thanksgiving feast, as many of the children from the primary grades and the parents of the kindergarten children will be our guests.

This will be our first formal entertainment of the year, and committees of the children will be formed and they will be encouraged to plan for themselves and to feel their responsibility as hosts and hostesses, the teachers giving aid only when necessary.

We shall gather autumn leaves from the park and such grasses as may be found for decorations for the day we celebrate in the school; and here again the children will be made responsible for the gathering, preserving, and arranging of all decorations under the guidance of the Art teachers.

Topics: Timekeepers, watches, clocks, and people.

1. Order in home life: time for rising, breakfast, lunch, dinner, play, and going to bed. Time for milkman, grocer, postman.

2. Order out of doors: time for sunrise, noon, sunset; night, starlight, moonlight.

3. Time for changes in weather: change from fall to winter; time to snow; indications of weather changes.

4. Time for changes in nature: trees, flowers, and grass.

5. Time for changes in clothing: heavier coats, hoods, mittens, overshoes, and mufflers.

6. Time for storing up provisions for winter.

7. Thanksgiving, with its obligations.

**Materials:** Large blocks, clay, sand, paints, circular and square tablets; gas stove, jelly glasses, fruit jars; fruits, nuts, popcorn, black board and crayons.

1. Large blocks: Building kitchens, store-rooms, pantries, basements.

2. Clay: Modeling glasses and jelly fruits, and modeling and decorating dishes.

3. Sand: Making ground plans of cellars, bins, and preserve closets.

4. Tablets: Tops of tables of different shapes and sizes, according to number to sit at table, made of square tablets, and plates and cakes made of circular tablets.

**Games:** Oh, See the Cook in the Kitchen; Kitchen Clock; The Little Housewife; Guessing Game; Dancing Game; Old Thanksgiving Game.

**Songs:** *Whisk, Frisk, Run*, Hill's Songs; *Migration Song*, Hill's Songs; *The Tea Kettle*, Gaynor Songs; *Pit a Pat*, Gaynor Songs; *The Land of Nod*, Gaynor Songs; *The Popcorn People*, Gaynor Songs.

**Stories and Poems:** *Wynken, Blynken, and Nod*, by Eugene Field; *Which was Happiest?* *Story of the First Thanksgiving*.

**Rhythm:** Skipping alone, in circles and in line; marching to different rhythms.

**Instrumental Music:** *Five Marches for the Kindergarten*, Eleanor Smith; *Instrumental Characteristic Rhythms*, Parts I and II, by Clara Louise Anderson; *The Graduate's March*, by A. D. Scammell; *Wilder Reiter*, Schumann.

## First Grade

Harriet T. B. Atwood

**History:** I. Study of home activities continued. During November the children will construct and decorate the walls of the miniature home begun in October. They will make original designs for wall decoration. Opportunity will then be

given for seeing the decorations in the different school-rooms of the building, and a visit will be made to a School of Design if possible. The symmetroscope will also be used to aid the children in making conventional designs of such natural ob-

jects as they may choose to make use of. After discussion and comparison of the first designs, each child will be allowed to make his final design for the decoration of each of the rooms he has planned, and he will then proceed to decorate the walls accordingly.

## II. The Story of the Pilgrims.

1. The Voyage: Pictures of the ocean, the ship and the people aboard.

2. The people whom the children should know: Priscilla, Miles Standish, John Alden, William Bradford, and Peregrine White.

3. The Landing: Pictures of the New England landscape in midwinter.

4. The Pilgrim's home-building: Making of a log house to a definite scale. Comparison with the wigwam.

5. Dress, manners, and customs in the Plymouth colony.

6. Customs of the Indians.

7. The work and play of the Pilgrim children.

8. Dramatic representation of scenes in the lives of the Pilgrims. Making of costumes by the children.

9. The story of the First Thanksgiving Day.

**Literature:** Some of the stories used during November will be: *The Three Squirrels*, adapted by Gudrun Thorne-Thomsen; *Hermes*, Cooke's Nature Myths; *Ulysses and the Bag of Winds*, Odyssey. Also, descriptions of Priscilla, Miles Standish, John Alden, and of the return of the Mayflower, from Longfellow's *Courtship of Miles Standish*.

**Geography:** Study of the New England landscape by means of pictures and lantern slides.

Recording of changes noted in the typical areas studied in October. (See October outline.) Further classification of material collected on field trips.

**Nature Study:** 1. Study of the November landscape by means of daily pictures on the blackboard.

2. Study of direction in connection with daily observation of the direction of the wind.

3. Recording of changes noticed in animal coverings as cold weather approaches.

4. Experiments in preparation of corn-meal, oatmeal, cracked wheat, flour, etc., from grains brought home from the farm. Experiment in

the primitive Indian ways of grinding, cooking, and preserving corn.

5. Observation of the trees selected for study. Recording of last year's growth of twigs. Painting of twigs showing fall condition of buds.

**Correlated Number:** 1. Making of plans for walls of playhouse, portfolios for holding children's work, boxes for holding minerals.

2. Measurement of last year's growth of twigs from trees selected for study.

3. Measurement and recording of weights of children. Comparison with weights of October 1st.

**Reading:** 1. Sentences written on blackboard.

2. Printed lessons and records in connection with work in the central subjects, such as: Description of the visit to the farm. Description of the Mayflower. Directions for making the portfolios.

3. Selected stories:

*The Ant and the Grasshopper*, Lights to Literature.

*The Wind and the Sun*, Aesop.

4. Cook County Normal School reading slips.

**Writing, Spelling, English:** Recording of things seen on field trips; observations concerning changes of outdoor landscape; recording weights of children; placing words in dictionary; descriptions of regions visited; reproduction of stories in writing; constant incidental training in oral language.

**School Economics:** Care of school-room. Cooking of simple cereals. (See Miss Cooke's Outline.)

**Art:** Illustrating stories; painting, modeling, and paper-cutting; painting of November landscape; making of designs for decoration of walls of playhouse; blackboard illustration with colored crayon; painting of trees selected for study.

In illustrating the Pilgrim stories the children will work to decorate the wall space in their school-room. The probable outcome will be the picture of the First Thanksgiving feast which the Pilgrims shared with the Indians.

**Industrial Art:** Making Pilgrim costumes; basting hems for table-cover and curtains for book-shelves.

**Dramatic Art:** 1. Dramatic representation in costume of scenes in the lives of the Pilgrims. Training in hearing and reproducing sound.

2. Oral Reading—poems for memorizing:  
*What the Winds Bring*, Stedman; *Windy Nights*, Stevenson; *Thanksgiving Day*, Child.

**Music:** *We Plough the Fields*, p. 24, Eleanor Smith's Songs for Little Children; *Jacky Frost*, p. 80, *The Squirrel*, p. 30, *When the Little Children Sleep*, p. 86, *The Elephant*, p. 52, *The Snowbirds*, p. 35, *The Trees*, p. 10, *Earth's Dresses*, p. 54, *Jumping Johnnie*, p. 46, *Bells that Hang High in the Steeple*, p. 34, Primer, Modern Music Series.

**Manual Training:** Making of walls for playhouse, boxes for minerals, portfolios for holding work, model of Pilgrim's log cabin.

During this month the children will select and begin to make their Christmas gifts, the plans for which will be found in the December outline.

(See also Manual Training Outline.)

**Physical Training:** 1. School - room exercises: Position, standing, and sitting; breathing exercises; skipping with the kindergarten.

2. Work in gymnasium: Prescribed work for individuals; class gymnastics; marching; primitive games.

**References:** Fiske, *Beginnings of New England*; Moore, *Pilgrims and Puritans*; Drake, *On Plymouth Rock*; Cheever, *The First Fast Day and Thanksgiving*; Longfellow, *Courtship of Miles Standish*; Austin, *Betty Alden*; Austin, *Standish of Standish*; Coffin, *Old Time in the Colonies*.

## Second Grade

Antoinette B. Hollister

**History:** The subject of cave men, begun in October, will be continued through November.

A study in detail will be made of the life of these people, together with their manner of procuring, preparing, and serving food. The children of the Second Grade will prepare and serve to the children of the Fourth Grade berries, nuts, and other forest products with such facilities only as the cave men may have had.

In the cave constructed in October a place will be arranged for a fire and for beds, for which coverings will be made of skins.

Clothing of skins will be made for the clay representations of cave men.

Children will study the decoration on the tools and implements of the cave men, and will use similar designs for the decoration of their Christmas gifts.

Picture-writing of primitive peoples will be used as a basis for games which involve drawing as a means of communication.

Beginning of transportations— invention of boat.

With the puppet theater and by dramatic

representation one group will picture for another the domestic life of the cave men.

**Literature:** Waterloo, *Story of Ab*; Fairchild, *Curious Ways of Getting Food*; Ernest Seton-Thompson, *Wild Animals I Have Known*.

**Geography:** Climate as it affects animal and vegetable life. Forests of tropical, temperate and frigid zones. Animals of these regions.

Adaptation of animals and of vegetation to changing seasons and varying temperature.

Nature's devices for the protection of animals and of vegetation against extremes of temperature and excessive moisture.

Homes of animals in different zones.

The above topics will be studied by means of stories, pictures, and frequent visits to the menagerie and botanical gardens of Lincoln Park. Children will give to the class in the form of reading lessons, by means of modeling or painting, or in conversation, the result of their observations and experiences with animals. They will record in any way which may seem best to them the seasonal changes in vegetation which they may observe, and any changes (due to a change of season) in the appearance or habits of animals.